DOCUMENT RESUME

ED 466 866 EC 309 082

AUTHOR	Evans, Cal
TITLE	Administrative Sanctions, Classroom Management, and Intervention Strategies: Building Blocks for School-Wide Discipline. CASE/CCBD Mini-Library Series on Safe, Drug-Free, and Effective Schools.
INSTITUTION	Council for Children with Behavioral Disorders.; Council of Administrators of Special Education, Inc.
ISBN	ISBN-0-86586-950-2
PUB DATE	2002-00-00
NOTE	48p.; Jim Chapple, Lyndal M. Bullock and Robert A. Gable, Series Editors.
AVAILABLE FROM	Council for Exceptional Children, 1110 North Glebe Rd., Arlington, VA 22201-5704 (Order No. D5507: CEC Members $8, Non-Members $11.40). Tel: 888-232-7733 (Toll Free); e-mail: service@cec.sped.org; Web site: http://www.cec.sped.org.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Administrator Role; Behavior Change; *Behavior Disorders; *Behavior Modification; Classroom Environment; *Delinquency Prevention; *Discipline Policy; Educational Environment; Educational Legislation; Elementary Secondary Education; Federal Legislation; Policy Formation; Program Design; Program Implementation; School Safety; Staff Development; Suspension; Teacher Student Relationship

ABSTRACT

Part of a series of monographs on safe, drug-free, and effective schools, this monograph discusses the new discipline requirements under the Individuals with Disabilities Education Act and the role of administrators in developing a range of intervention strategies to manage the behavior of students with behavior problems. Following an introductory chapter, Chapter 2 explores discipline, punishment, and behavioral interventions. It describes administrative sanctions for misbehavior, disciplinary alternatives to suspension, and disciplinary removals. The benefits and shortcomings of alternative sanctions are listed and it is concluded that alternative sanctions provide school administrators with some viable choices. Chapter 3 focuses on classroom management and describes strategies for creating a positive classroom environment; a motivating, individualized curriculum; good classroom rules; and positive reinforcements that promote appropriate behavior. The importance of implementing a feedback loop to home is stressed, and steps for administrators and teachers to follow in implementing a Daily Home Note are provided. Chapter 4 describes a continuum of behavioral intervention procedures for use in special education classrooms, including preliminary strategies, positive behavioral change through functional assessment, and use of a hierarchy of behavioral interventions. Positive intervention procedures, mildly intrusive contingent procedures, and moderately intrusive contingent procedures are explained. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Administrative Sanctions, Classroom Management, and Intervention Strategies: Building Blocks for School-Wide Discipline

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Cal Evans

Jordan School District, Utah

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
L. Bullock
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 466 866

Series Editors

Jim Chapple
The Council of Administrators of Special Education

Lyndal M. Bullock & Robert A. Gable
The Council for Children with Behavioral Disorders

2B

BEST COPY AVAILABLE

EC 309082

2

CASE/CCBD MINI-LIBRARY SERIES
Safe, Drug-Free, and Effective Schools

CASE/CCBD Mini-Library Series on Safe, Drug-Free, and Effective Schools

Administrative Sanctions, Classroom Management, and Intervention Strategies: Building Blocks for School-Wide Discipline

Cal Evans

Assistant Superintendent
Jordan School District, Utah

Series Editors

Jim Chapple
The Council of Administrators of Special Education

Council for Children with Behavioral Disorders

Lyndal M. Bullock & Robert A. Gable
The Council for Children with Behavioral Disorders

3

About the Council of Administrators of Special Education

CASE is an international and professional organization committed to facilitating the education and general welfare of students with disabilities. CASE promotes professional leadership and provides special education administrators with opportunities for personal and professional development.

Council for Children with Behavioral Disorders

About the Council for Children with Behavioral Disorders

CCBD is an international and professional organization committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders.

In advocating for the professionals in the field of behavioral disorders, CCBD (a division of the Council for Exceptional Children) endorses the Standards for Professional Practice and Code of Ethics adopted by the Delegate Assembly of the Council for Exceptional Children in 1983.

ISBN 0-86586-950-2

Copyright © 2002 by the Council for Children with Behavioral Disorders and the Council of Administrators of Special Education, Divisions of the Council for Exceptional Children, 1110 North Glebe Road, Arlington, VA 22201-5704.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Contents

Foreword v

1 Introduction 1

2 Discipline, Punishment, and Behavioral Interventions 3
Administrative Sanctions for Misbehavior 4
Benefits and Shortcomings of Alternative Sanctions ... 10

3 Classroom Management 11
A Positive Classroom Climate 11
A Motivating, Individualized Curriculum 12
Classroom Rules and Expectations 12
Consequences for Misbehavior 13
A Feedback Loop to Home 14

4 Behavioral Interventions 17
Preliminary Strategies: Problem Avoidance Through Proactive Planning of Interventions for Prereferral and Ongoing Programs 17
Positive Behavioral Change Through Functional Assessment 20
Hierarchy of Behavioral Interventions 22

5 Conclusion 39

References 41

Foreword

Nationwide, school personnel are working to ensure every student a safe, drug-free, quality education. There is no doubt about either the importance or complexity of that task. With mounting pressure to ensure student safety, some school divisions have adopted a so-called zero-tolerance policy of student discipline. No one would quarrel with the original intent of zero tolerance, namely, to protect students from dangerous weapons in schools. However, some authorities do question the logic behind applying the same philosophy to less serious offenses, such as when a student fails to participate in class discussion. Others argue that there are discrepancies in the way current disciplinary policies are being applied. Evidence exists that students from culturally diverse backgrounds often are disproportionately subjected to more severe treatment. A similar concern has been voiced on behalf of students with disabilities. Increasingly, administrators, teachers, and parents are calling for a reasonable middle ground in addressing the issue of student discipline.

At the same time, schools are finding that some established instructional practices are at odds with the needs of an increasingly diverse student population. Although we are witnessing an increase in the use of curricular materials and instructional procedures that reflect greater cultural sensitivity, there is more to be done in this area. With these issues in mind, it is encouraging to find a growing acceptance that a reciprocal relationship exists between learning and behavior problems and that it is shortsighted to address one and ignore the other. Accordingly, more and more administrators, faculty, and staff are redefining the culture of their schools and creating a climate in which school-wide and

classroom-level positive academic and behavior supports are in place for all students.

Further impetus for changing current practices stems from the 1997 Individuals with Disabilities Education Act (IDEA), which contains provisions that address both the academic and nonacademic performance of students with disabilities. For example, IDEA stipulates that education personnel must not only acknowledge the connection between learning and behavior problems, but also, under certain conditions, take specific steps to address the problem(s). If a student's classroom behavior impedes his or her academic progress or that of classmates, it may signal a need to change one or more aspects of the curriculum, management, or instruction. In limited instances, schools must conduct a functional behavioral assessment and then develop a positive behavioral intervention plan and supports. In that way, more serious learning or behavior problems (usually both) can be addressed.

The Council of Administrators of Special Education (CASE) and the Council for Children with Behavioral Disorders (CCBD) have long shared a common concern about students with and without disabilities. In light of the challenges faced in schools, the leaders of these two divisions of the Council for Exceptional Children (CEC) decided to cosponsor two institutes on best practices for working with students with learning and behavior problems. We drew upon the expertise of our members to produce a mini-library series that corresponds with the content of these institutes. We are grateful to those who served as both presenters and authors. We also acknowledge those who served as reviewers of these volumes: Charlene Greene (CASE), Bev Johns (CCBD), Bev McCoud (CASE), Russ Skiba (CCBD), Cheryl Zinszer (CASE), John Faust (CASE), and Jim McCormick (CASE). Together, they have contributed a great deal to our understanding of the challenges of 21st century schools.

Lyndal M. Bullock, Jim Chapple, and Robert A. Gable
Series Editors

Introduction 1

For 30 years, discipline has been at the top of the list of public concerns regarding education. The responsibility for implementing school programs designed to maintain student discipline and manage challenging behaviors generally rests with school administrators. Discipline and drugs now have equal billing on that list. Why? School discipline must be maintained for learning to take place, and, in an increasingly violent society, schools must be made safe for children and youths. Over the years, a large body of case law dealing with discipline has developed. At first cases dealt with general education issues, but with the enactment of the Education for All Handicapped Children Act (P.L. 94-142) in 1975, courts were also called on to determine the extent to which discipline was related to the individualized education programs (IEPs) of students with disabilities. Taken together, these cases formed the core of practices and procedures to be considered when disciplining students in general and students with disabilities in particular.

Building on the general access cases of the 1960s, P.L. 94-142 laid the statutory framework for providing educational opportunity for students with disabilities. The inclusion of discipline in the 1997 Individuals with Disabilities Education Act (IDEA) provided the statutory framework to organize the many cases involving discipline and students with disabilities since the passage of P.L. 94-142. The disciplinary requirements of IDEA have fundamentally changed the way school officials discipline all students, not just students with disabilities. Under certain conditions, schools are obligated to address student behavior by means of a team problem-solving process that is linked to a functional assessment of student behavior and the context(s) in which the behavior occurs.

The disciplinary provisions of IDEA usher in a new age in education. Never before has a federal statute included language specific to discipline in the schools. Federal legislation now mandates that school personnel acknowledge the relationship between student academic and behavioral problems. When a student's behavior impedes the teaching/learning process, the school must take positive steps to address the source of the problem. In some instances, the source may be a misalignment of curriculum, management, or instruction and the student's performance ability. This is significant because using punishment with a student when a behavioral intervention is called for may not simply be inappropriate; it may be illegal. In an Office of Civil Rights decision (*OCR v. School Admin. Unit # 38*, 1992), a student with an emotional disability and attention deficit hyperactivity disorder (ADHD) was repeatedly sent to the principal's office for inappropriate and disruptive conduct in the classroom. However, since the district failed to formalize a plan for addressing this misconduct, the repeated punishment by removing the student from the classroom denied him an equal opportunity to participate in and benefit from the school district's educational programs, in violation of Section 504. In a state due process hearing, the district was found to be in error for failing to exhaust appropriate behavior management procedures before resorting to suspension (*SEA PA v. St. Mary's Sch. Dist.*, 1993).

Now, more than ever, it is critical for school officials charged with maintaining order in schools to understand the difference between discipline, punishment, classroom management, and behavioral interventions. As school officials seek to apply the disciplinary components of IDEA, many questions arise: What is the role of school administrators in the process of developing a range of intervention strategies to manage behavior? What new skills must school administrators develop to meet this challenge? What skills should general educators develop to better manage their classrooms? Are there interventions better left to trained special educators or psychologists? Under IDEA, has the role of the school administrator as disciplinarian changed? These questions will be addressed in the following chapters.

2

Discipline, Punishment, and Behavioral Interventions

Discipline is a system of rules for conduct and a mechanism for ensuring that conduct codes are followed. When used as a disciplinary sanction, punishment is a penalty inflicted on an offender through an established procedure. In contrast, a behavioral intervention is the systematic application of any validated procedure (antecedent and/or consequence) that has the potential for changing behavior. The selection of an appropriate behavioral intervention is dependent on the hypothesis developed through a functional behavioral assessment and is documented on a behavioral intervention plan.

According to Mayer (1995), most disciplinary sanctions used by schools in the United States are punitive. Suspensions—among the most frequently used sanctions for misbehavior—are both overutilized and ineffective. Yet school officials continue to suspend students at an alarming rate. Suspensions and expulsions have increased dramatically since 1970 and are now the number one intervention used by schools to address severe behavioral issues (McDonnell & Barren, 1994). Sanctions based on removal are used most frequently because the result (i.e., the student is gone) is reinforcing to school officials (Walker, Colvin, & Ramsey, 1996). But, when a child is removed from the classroom, isolation from peers and exclusion from the educational process can have devastating consequences. Repeated suspension for students with challenging behaviors may actually increase rather than decrease undesirable behaviors. The end result of exclusionary disciplinary

sanctions is further alienation of the students that we are attempting to educate, many of whom simply choose to leave school.

The successful introduction of a new disciplinary approach in education has more to do with acceptance than its external validity (Kazdin, 1981). Convincing teachers and administrators to design behavioral interventions that teach students more appropriate behaviors within a supportive educational environment will not be easy (Scott, Terrance, & Nelson, 2000). A first step in this process may be for schools to develop adequate and effective alternative sanctions to deter undesirable behaviors that do not involve removal.

Administrative Sanctions for Misbehavior

The following paragraphs describe a behavior/consequence linkage that includes a nonexhaustive list of school infractions cross-referenced to possible referrals to community agencies, possible alternative interventions, and recommendations for removals should the administrator determine it appropriate.

Disciplinary Referrals

In Utah, it has been determined that disciplinary referrals are to be used in conjunction with other, more proactive, interventions. The student may require multiple referrals for the same behavior (e.g., for drug sales, a student may be referred to court, to a drug assessment, and to self-discipline school). Referrals to community agencies or classes (e.g., drug prevention, self-control) allow students to access additional services designed to assist in reducing the likelihood that the behavior will recur. Each of the following examples is specific to our school district.

Anger Management

The anger management class is for high school students exhibiting behavior leading to disciplinary action when the student's inappropriate expression of anger is a factor. The focus of the class is on teaching students more positive ways to express anger. This

4-week class must be attended by both the student and the parent and may be accessed by contacting the Family Education Center.

Court Referral

Direct referrals to Third District Juvenile Court are generally made for truancy and tobacco violations. Referrals are made directly by the school administrator to the staff assistant in planning and student services.

Division of Family Services

School administrators are required by Utah law to report all cases of suspected child abuse or neglect to the Division of Family and Children's Services.

Drug and Alcohol Assessment

For violations of district policy AS90 resulting in suspensions of 45 days or more, the administrator meets with the parent and completes the Drug and Alcohol Assessment form. The student may not be readmitted to or reinstated in school, regardless of the number of days of suspension served, unless the completed assessment has been received by the district at-risk coordinator.

First Offenders Drug and Alcohol Program

In lieu of a 10-day suspension from school, the student—with the parent—may attend a 4-week early intervention program. Students may be reinstated back into school on completion of the first session of class. Should the student fail to complete the entire course, the remaining 10 days of suspension shall be imposed.

Mental Health Referral

Referrals for mental health services must be made through the Family Education Center. Intakes may be scheduled directly with the Family Education Center, where a school psychologist will discuss the family's needs and refer the family to an appropriate mental health provider.

Referral for Evaluation

Evaluation for possible special education eligibility includes learning potential (i.e., IQ), achievement, and social-emotional areas. This referral is initiated by the special education team, which notifies the parent(s) that the student has been referred and what the major area of educational concern is and sends home a form for permission to evaluate. The form must be signed and returned by the parent before the evaluation may begin.

Referral to Law Enforcement

Law enforcement in the local municipality may be contacted to investigate suspected violations of local, state, and federal law at the school administrator's discretion. In addition, law enforcement officers may transport truant students to the Juvenile Receiving Center Truancy Support Facility.

School Psychologist

Referrals to the school psychologist may be made for a specific purpose (e.g., to determine whether an effective classroom discipline system was in place in a classroom prior to an incident) or a more general purpose (e.g., to interview the student to determine what other referrals should be made). It is important to be as specific as possible when referring a student to the school psychologist.

School Violence Risk Assessment

A referral for a school violence risk assessment is made in the event that a student expresses homicidal ideation toward faculty, staff, or other students. Administrators must contact the area superintendent or staff assistant to discuss each referral prior to approval for the assessment. Identified students, pending parental/legal guardian consent, will complete a comprehensive psychiatric and psychological evaluation by Valley Mental Health personnel, including a licensed psychologist and child psychiatrist, and a psychoeducational evaluation from the school's psychologist. The purpose of the assessment is to determine the level

of risk posed by the identified student and to assist in determining the appropriate placement for the student.

Self-Discipline School

Middle school students may be referred to this class when they exhibit behavior in which the inappropriate expression of anger is a factor. The focus of the class is on teaching students more positive ways to express anger. The 4-week class must be attended by both the student and a parent and may be accessed by contacting the Family Education Center.

Truancy School

Students are referred for this 3-week class for excessive absences. The class addresses goal setting, communication, and the legal ramifications of truant behavior. Both students and parents are required to attend.

Referrals to these resources are designed to provide individual support or correct skill deficits for students exhibiting challenging behaviors. These referrals may be used in addition to disciplinary sanctions. The following sanctions are alternatives for school administrators to use in lieu of suspension.

Disciplinary Alternatives to Suspension

Disciplinary interventions are designed to reduce the likelihood that the undesirable behavior will recur while being less intrusive than removal from school.

Community Service

The student either chooses or is assigned to preapproved agencies to perform a task or service.

In-School Suspension

The student is isolated from the normal routine and assigned to an alternative classroom where he or she continues to make appropriate progress on the IEP and progresses appropriately in the general education curriculum for a specified time period.

Lunch/After School Detention

The student is detained for the first 30 minutes of the lunch period or the first 30 minutes after school under direct adult supervision for a specified time period.

Modified Suspension

Modified suspension is an individualized form of suspension whereby the student is allowed to attend a shortened school day for critical classes. The student may be restricted from lunch and extracurricular activities. This approach is particularly effective when a student has difficulty with unstructured time periods.

Restitution

The student is required to compensate the victim financially (e.g., a student who steals and then sells a camera) or make some other form of restitution (e.g., cleaning graffiti off walls).

Time Out to Another Classroom

The student is removed from the reinforcing environment of the assigned classroom to another classroom where arrangements have been made with another teacher. The student remains in the other classroom for a specific time period.

Work Crew

The student is assigned to a work crew that performs a specific task (before school, after school, or on weekends) under direct supervision of an adult.

Disciplinary Removals

Disciplinary removals are necessary when alternatives to suspension cannot be used. They include the following:

Short-Term Suspension (≤ 10 Days)

Short-term suspension may be imposed by the school administrator for infractions of school rules or code of conduct. Efforts must

be made to ensure that the duration of suspension for specific conduct is as consistent as possible for all students. Administrators must provide parental notification of the following:

1. The behavior prompting suspension.
2. The evidence supporting the allegation.
3. The duration of the suspension.
4. The date the suspension begins.
5. The date the suspension ends.

Long-Term Suspension (>10 Days)

Long-term suspensions may be imposed by school administrators for serious infractions of school rules or code of conduct. The duration of suspension for specific conduct must be as consistent as possible for all students. Administrators must provide parental notification of the following:

1. The behavior prompting suspension.
2. The evidence supporting the allegation.
3. The right to a hearing.
4. The duration of the suspension.
5. The date the suspension begins.
6. The date the suspension ends.

Suspension to the Appeals Committee

Students may be suspended to the Appeals Committee for very serious infractions of school rules or code of conduct or for behavior that is a violation of safe schools policies. Students suspended to the Appeals Committee may not return to school until they have appeared before the Appeals Committee, at which time a final determination of a sanction is made. Administrators must provide parental notification of the following:

1. The behavior prompting suspension.
2. The evidence supporting the allegation.
3. The date of the appointment with the Appeals Committee.
4. The proposed sanction.

Benefits and Shortcomings of Alternative Sanctions

This behavior/consequence arrangement provides school administrators with alternatives to removal from school. There are several benefits to developing such alternatives:

- Parents may be involved in choosing the alternative sanction and may be more supportive in carrying out the sanction.
- Students do not suffer the ill effects of removal from school.
- Since these alternatives are not a change of placement pursuant to IDEA, the procedural due process required for removal need not be employed.
- The alternative sanction may be more effective in deterring future misbehavior.

Shortcomings of implementing such alternatives include the following:

- The alternatives are punitive. They are effective only if the student prefers to avoid them rather than engage in the problem behavior.
- The student is not taught appropriate behavior.
- The alternatives require time, effort, and energy to put into place and maintain within the school.

Given the limited efficacy of removal as a disciplinary sanction and the fact that removal from school is reinforcing for some students with problem behaviors, these alternative sanctions provide school administrators with some viable choices. However, it is important to recognize these sanctions for what they are—alternative punishments. They are in no way intended to take the place of behavioral interventions that are designed to address students' behavioral deficits.

3 Classroom Management

General education teachers also play a critical role in the implementation of school-wide disciplinary procedures. General education teachers must know how to implement classroom management procedures for learning to take place in their classrooms. While it is critical that they understand the range of disciplinary procedures available to them for implementation in their classrooms, it is inappropriate for teachers to impose the administrative sanctions for misbehavior described in the previous chapter. General educators may put themselves at risk for litigation if they employ behavioral interventions (e.g., seclusionary time out) without training, documentation, and parental permission. Five critical skills for general educators emerge from the literature on classroom management:

1. Establishing a positive classroom climate.
2. Designing and implementing an individualized curriculum. This is motivating to the student.
3. Clearly delineating classroom rules and expectations.
4. Providing consequences for misbehavior.
5. Establishing a feedback loop to the home.

A Positive Classroom Climate

Research suggests that teachers rely disproportionately on punitive measures to manage their classrooms. It is important for teachers to realize that the efficacy of behavior management techniques is predicated on the fact that students respond favorably to

positive classroom environments and negatively to punitive environments. For behavior management to work in classrooms, it is necessary to provide an environment that students prefer to be included in rather than excluded from. When a student wants to be included in a classroom, the teacher has much more leverage in the application of consequences.

A Motivating, Individualized Curriculum

Studies on antisocial behavior in the schools have consistently indicated that teachers make few or no allowances for individual differences with respect to students' academic and social skills. It appears that academic failure is a setting event for antisocial, aggressive behavior. Thus, to minimize academic failure, assignments need to be appropriate for each student's functional level. It is beneficial to frequently intersperse into academic experiences tasks that have a high probability of student success. In addition, many students lack the social skills necessary to relate positively to peers and to do well academically. Many students may not have learned to stay on task, comply with teacher directions, pay attention, negotiate differences, handle teasing, or make good choices. When students lack some of these essential skills, teachers must address their differences rather than respond with punishment.

Classroom Rules and Expectations

Classroom rules set the minimum expectation for behavior for every student in the classroom. All students are expected to follow the rules all of the time. Coupled with the rules are the consequences (both positive and negative) that will follow when rules are followed as well as when they are broken. Best practice suggests the following basic characteristics of good classroom rules (Rhode, Jenson, & Reavis, 1998):

- Have no more than five rules for the classroom.
- Keep the wording simple.
- Have the rules represent your basic expectations of student behavior.

- Keep the wording positive.
- Make the rules specific.
- Make the rules describe behavior that is observable.
- Make the rules describe behavior that is measurable.
- Post the rules publicly.
- Link consequences to the rules.

A good exercise during the first few weeks of school is to start each day having a student (selected at random) read a posted rule, explain why the rule is important, and explain what will happen if the rule is broken. This will teach the students about the rules and consequences and give the teacher the chance to fine-tune rules that the students do not understand.

Consequences for Misbehavior

It is important that students realize what happens when they follow the rules and what happens if they break a rule. This also sets parameters for teachers to use in their classrooms. Positive reinforcement strategies form the backbone of any classroom management system. Positive strategies help build or increase appropriate behaviors. Finding things that reinforce students takes a great deal of creativity. The following are some examples of positive consequences:

- Sending home notes to parents explaining what was done right at school.
- Providing 10 minutes of extra reading by the teacher from a favorite class book.
- Granting extra free time for a favorite activity for the whole class.
- Providing a snack for the whole class.
- Dropping one homework assignment.
- Allowing the class to watch part of a favorite video.
- Allowing the students to sit where they want for a specific period of time.

Reductive techniques are research-validated techniques that usually serve to temporarily stop or suppress behavior. The most frequently used reductive techniques include verbal reprimand (42%), parental contact (22%), revocation of privileges (17%), detention (10%), isolation of the student from class (6%), sending the student to the principal's office (2%), and corporal punishment (1%). The following are some examples of reductive consequences:

- Giving a verbal warning.
- Requiring the student to wait 3 minutes after class.
- Taking away 5 minutes of free time from the student.
- Taking away 10 minutes of recess time from the student.
- Taking away a rewarding activity (e.g., art time, computer time) from the student.
- Requiring the student to eat lunch in the classroom.
- Not allowing the student to use the school vending machines.
- Requiring the student to sit at a desk near the teacher all day.
- Requiring the student to call a parent in the teacher's presence.
- Requiring the student to walk to the principal's office in the presence of staff to explain the situation.

It is important to remember that reductive consequences are to be used only if (a) classroom rules are broken, (b) a student does not comply with a reasonable request, and (c) a student possesses the desired skills.

A Feedback Loop to Home

Including parents in the day-to-day workings of a classroom is one of the most powerful tools available to teachers. A feedback loop to home not only informs the parent frequently regarding the student's performance, but also brings the parent into the student's program in an active way by reviewing and reinforcing student performance.

One of the most effective feedback loops to home is the use of a "Daily Home Note." A Home Note is an informational note that

goes from the home to the classroom every day. It provides daily communication between parents and the teacher about a student's classroom behavior and/or academic performance. This is how it works.

The Home Note is filled out by the teacher with global ratings for specific behavior. The note is then initialed by the teacher and is carried home by the student. The parent then applies some type of daily and weekly reward for good classroom performance and mild consequence for poor performance. Following are the steps for administrators and teachers to follow in implementing a Daily Home Note:

1. Determine which classes the Home Note is to be used for. Classes in which performance is acceptable need not be included.
2. Send a letter to the teachers in whose classes the Home Note is to be used explaining what you want them to do. They will mark an X for acceptable learning behavior and an O for unacceptable learning behavior
3. Accept *no* excuses from the student for not taking the note home. Do not ever reinforce for excuses! If there is an activity at school, do not reinforce for that day.
4. The most effective reinforcement system I have found consists of the following two parts:
   (a) Identify a reinforcer you will apply for 5 days in which *all* learning behaviors in every target class are marked with X. Effective reinforcers vary with the child, but might include new shoes, clothes, a movie, a night out of the house, gas, use of the car, a special privilege, or a trip. Post the reinforcer somewhere in sight in the house (e.g., on the refrigerator door).
   (b) Each day in which all learning behaviors are acceptable in all classes, use a punch card (a business card works well) and a hole punch to punch out 1 day earned toward the reinforcer. Not punching the card is an effective consequence for poor performance.
5. Let the student know you will be calling teachers at random to double check.

6. Keep a notebook with the Home Notes. It is difficult for teachers to justify a failing grade when they have signed off every day all quarter and they know you are working with the student.

The Home Note works well for students who express that they want to succeed in school but are unable to make the choices needed to be successful. If this system is not working, other intervention strategies are available.

The aforementioned classroom management procedures are designed for general educators to use in managing the behavior of most of the students enrolled in their classrooms. When students exhibit more challenging behaviors, the procedures developed in the field of applied behavior analysis may be more appropriate. These procedures require staff training and support, parental involvement, and procedural due process to implement.

4 Behavioral Interventions

Behavioral interventions are research-based strategies designed for use with students who exhibit a challenging behavior that cannot be addressed successfully by the traditional interventions used in general education classrooms. Legal, ethical, notification, and training issues must be addressed with the use of any of these procedures. It is important that administrators and general education teachers understand the difference between reductive techniques that are appropriate for use in general education classrooms and behavioral intervention strategies that require more training and procedural due process. The following sections describe a continuum of behavioral intervention procedures developed by the Jordan School District for use in special education classrooms.

Preliminary Strategies: Problem Avoidance Through Proactive Planning of Interventions for Prereferral and Ongoing Programs

An Appropriate Room Arrangement

Classrooms should be arranged to avoid disruptions that can adversely affect students. Do not have classrooms arranged in such a way that students can easily look out windows or doorways into halls. If there are "runners" in the classroom, arrange to have the teacher positioned between the students and open areas.

An Appropriate and Motivating Curriculum

Curriculum that is appropriate for the ability level of each student is essential. Curricular demands that are too high or too low may precipitate inappropriate behavior (e.g., student acts out to escape a difficult assignment). To identify the appropriate level, teachers must have skill in administering and interpreting curriculum-based assessments.

High Rates of Positive Responses from Teachers

Teachers must create a positive environment by continually acknowledging the students and reinforcing appropriate and correct responses. Receiving positive responses from teachers results in students' wanting to participate in the class, rather than wanting to be removed to another environment. Student ability to respond correctly and receive positive feedback directly relates to proper curriculum placement and alignment of instruction.

A Structured Daily Schedule

Remaining on task—that is, being engaged in academic or other activities that demand the student's time and attention—will eliminate much of a student's behavior problems. Unengaged time generally will accelerate a student's inappropriate behaviors. Daily schedules should be prepared to maximize engaged time and minimize unengaged time. Schedules should then be closely followed.

Staff Training

It is essential that all faculty and staff be trained in the use of non-intrusive and intrusive behavior interventions. Formal and informal inservice classes must be conducted in order for all staff members to become competent and remain competent in the use of these interventions.

Environmental Engineering

Environmental engineering refers to the arrangement or manipulation of the physical environment to facilitate appropriate behav-

ior and diminish the opportunity for students to engage in inappropriate behavior. One example would be to divide a classroom into specific areas, one for quiet reading, another for seatwork, another for small group work. Then, specific rules/expectations can be identified to be directly taught to the students.

Instructional Pacing

Instructional pacing refers to the rate at which the teacher presents instructional material to the learner. Proper instructional pacing is neither too fast, so as to frustrate the student, nor too slow, so as to bore the student. Less quantifiable but equally important are the physical movement and proximity of the teacher to the student as well as the enthusiasm the teacher shows for the subject matter and student performance.

Home Notes

The purpose of home notes is to provide clear, precise communication between school and home. This communication should occur on a regular basis. The majority of the feedback should be positive.

Precision Commands

Precision commands are the precise verbal statements made by teachers to enhance compliance of students.

Data Collection

Collecting information on how well students are performing academically helps to keep the curriculum appropriate and motivating. Collecting information on students' nonacademic behavior will show whether or not the class-wide or pupil-specific behavioral programs are being effective. When data are collected regularly (i.e., daily or weekly), program effectiveness can be evaluated and changes or adjustments made. One way of collecting data daily is to measure the occurrence of a particular behavior over a 1-minute interval (or to teach students to do so). Rates of academic responses (e.g., math facts) or nonacademic respons-

es (e.g., positive social interactions) are then recorded and evaluated so that students' programs can be adjusted to match the rates of behavior.

Parent Conferences

Parents should be notified of the student's difficulties, and attempts should be made to involve parents through ongoing phone calls and/or school visits. Parents should be apprised of their children's accomplishments and positive behavior as well as their difficulties.

Special Equipment

Adaptive equipment that the student requires to be successful should be used. This may involve items such as large-print material, a typewriter, a computer, or augmentative communication devices.

Supervision

Adequate and appropriate supervision to help students succeed and/or to prevent problem situations (e.g., classroom transitions through narrow hallways) requires a thoughtful plan and regular monitoring of its effectiveness.

Positive Behavioral Change Through Functional Assessment

Collect Data

A tracking system should be adopted in order to adequately analyze the function of the current behavior. All behaviors occur for a reason or serve a particular function. The most common functions are to get or obtain something (e.g., attention), to escape or avoid something or someone (e.g., a difficult task, an aversive social situation), or to communicate something (e.g., frustration, anger). What complicates this process is that the same behavior can be used for both obtaining and escaping something; different

behaviors can serve the same function; and a chain of behavior can be linked to one function. If the function of the inappropriate behavior can be identified, you can directly teach an appropriate alternative response so that the student can achieve the same results by engaging in more acceptable behavior (e.g., attention for positive participation).

There are a number of functional assessment forms available to school personnel. The following are some areas that it may be appropriate to assess in order to identify the function(s) of the student's inappropriate behavior:

- The behavior
- The time of day the behavior occurs
- The setting events or stimuli that are present before the behavior, including:
  - A demand or request
  - A difficult task
  - A transition from task to task
  - A transition from setting to setting
  - An interruption of a task or activity
  - Alone or no attention
  - Staff/students present
- Perceived functions, including the following:

Get	*Escape/avoid*
– Attention	– Demand/request
– Desired item/activity	– Activity
– Self-stimulation	– Person

- Actual consequences maintaining the behavior

Identify the Behavior

The behavior of concern that is impeding the successful conduct of instruction should be defined in observable and measurable terms (e.g., the student ignores the teacher when asked to follow a direction). In addition, school personnel should define the replacement behavior in observable and measurable terms.

Identify the Antecedents

An antecedent is something that comes just before the behavior, such as teacher requests or peer initiations that serve as "fast triggers" for the impeding behavior. Intervention plans may include making strategic changes in the antecedent events.

Identify Consequences

The consequent events follow and likely maintain the target behavior. As with antecedents, intervention may include strategic changes in these events. However, it is important to keep in mind that just because one event follows another it does not necessarily mean that there is a functional relationship between the two events.

Determine Communicative Intent

It is useful to determine whether the child's behavior has a communicative purpose or intent to verbally or nonverbally express needs and wants. In some cases, the student may lack the ability to express his or her needs appropriately.

Hierarchy of Behavioral Interventions

Following is a hierarchy of behavioral interventions developed in Utah. The purpose of this hierarchy of interventions is to guide classroom teachers in selecting appropriate interventions as well as to protect the procedural due process rights of students with disabilities. In Utah, we require parental consent and review by a Human Rights Committee before some of these interventions are introduced. Involving parents in the decision-making process and having the interventions reviewed by an independent committee reduces the likelihood of concern regarding overuse or abuse of intervention procedures.

Level I: Positive Intervention Procedures

Table 1 illustrates the first of the four levels of intervention procedures. The components of this level are explained in the following paragraphs.

TABLE 1
Positive Intervention Procedures

Procedure	*Intervention Consent Form Signed*	*State & Local Human Rights Audits*
Positive Reinforcement		
a. Continuous schedule of reinforcement	No	No
b. Intermittent schedule of reinforcement	No	No
(1) Ratio schedules of reinforcement	No	No
(2) Internal schedules of reinforcement	No	No
Reinforcement of Alternative Behavior	No	No
Differential Reinforcement	No	No
a. Differential reinforcement of other behaviors (DRO)	No	No
b. Differential reinforcement of high rates	No	No
c. Differential reinforcement of low rates	No	No
Modeling/Differential Reinforcement of Another Person's Appropriate Behavior	No	No
a. Observational learning	No	No
b. Participant modeling	No	No
Shaping	No	No
Chaining	No	No
Prompting	No	No
Fading	No	No
Graduated guidance	No	No
Behavior momentum	No	No
Peer involvement	No	No
Direct instruction	No	No
Self-management	No	No
Structured recess	No	No
Group reinforcement response contingency *(caution)*	Yes/No	No
Token economy *(caution)*	Yes/No	No
Behavioral contracting	Yes/No	No
Extinction	Yes/No	No
Contingent observation	Yes/No	No
In-school suspension	Yes/No	No

Positive Reinforcement

Positive Reinforcement is a procedure in which a stimulus event or object is presented contingent on a specific response—usually immediately following the response—resulting in the likelihood that the response will be strengthened or maintained. Positive reinforcement includes either (a) a continuous schedule of reinforcement or (b) an intermittent schedule of reinforcement.

Continuous Schedule of Reinforcement. A continuous schedule of reinforcement is a schedule in which each time a student responds he or she is reinforced. Continuous reinforcement is often used to begin a teaching sequence or to shape new behaviors. When this schedule of student reinforcement is dropped, the behavior stops almost immediately. Once teachers have succeeding in promoting a new behavior or a more acceptable response, it is smart to switch to some kind of intermittent reinforcement.

Intermittent Schedule of Reinforcement. An intermittent schedule of reinforcement is a schedule in which some, but not all, of the behaviors are reinforced. Intermittent reinforcement increases the rate of responding and makes the newly acquired behavior more stable and habitual. Intermittent schedules can include:

1. A ratio schedules of reinforcement—a schedule of student reinforcement in which reinforcement is linked to a predetermined number of responses before one response is reinforced.
2. An interval schedule of reinforcement—a schedule of student reinforcement in which some specified amount of time must pass before the next predetermined response occurs, at which time the response is reinforced.

Reinforcement of Alternative Behavior

This is a procedure designed to reduce a particular behavior (e.g., call-outs) by ignoring that behavior and by reinforcing behavior (e.g., hand-raising) that is an alternative to the behavior to be reduced.

Differential Reinforcement

This entails (a) reinforcement of one specific kind, form, or class of behavior and not another or (b) reinforcement of behavior that occurs under one condition but not under another condition.

Differential Reinforcement of Other Behaviors (DRO). This is a procedure in which reinforcement follows the occurrence of any behavior except the particular target behavior (e.g., call-outs). DRO entails selecting a predetermined length of time or interval after which the student is reinforced for any behavior except the target behavior.

Differential Reinforcement of High Rates. In this procedure, reinforcement is delivered to students for performing some behavior at increasingly higher rates.

Reinforcement of Low Rates. In this procedure, reinforcement is delivered to students for performing something at increasingly lower rates. The procedure is usually used to address student behaviors that occur at such a high rate or are so ingrained in the pattern of student responses that it is unlikely that a large, immediate drop in occurrences is possible.

Modeling/Differential Reinforcement of Another Person's Appropriate Behavior

This is a procedure in which learning results through observing a model's behavior (i.e., observational learning) or observing and then practicing the same behavior (i.e., participant model).

Observational Learning. Observational learning is a procedure in which the student observes novel responses that he or she has not previously learned to make and then engages in the behavior in a substantially identical way. Students regularly observe and seek to emulate the behavior of their peers.

Participant Model. A person learns by both watching someone and actively practicing the behavior she or he is observing. The

use of various forms of cooperative learning allows students to both observe and try out the behavior of classmates.

Shaping

Shaping is a procedure in which new behaviors are developed through the use of systematic reinforcement of successive approximations toward the behavioral objective. Accepting successive approximations often is more realistic (and effective) than demanding large changes in behavior immediately.

Chaining

This is a procedure in which responses are reinforced in sequence to form more complex behaviors. As each new behavioral link is added, only the most recent link needs to be reinforced. For skills in which the completion of a task might in and of itself be reinforcing, backward chaining may also be used. With this system, the last task in a series is taught first, then the next to the last, and so on, moving gradually toward the first task. The student gains the sense that he or she is able to complete a job successfully and is reinforced accordingly, as when the final piece is placed in a puzzle.

As part of many intervention plans, it is useful to first introduce a technique known as *task analysis*. With task analysis, skills are broken down into concrete, specific, component tasks, which in some cases may be every minute. In teaching students new skills, a task may need to be carefully analyzed and broken down into specific, concrete components or instructional steps. If a child doesn't make progress on a particular task, it may be that it needs to be broken down into smaller steps and retaught to the students.

Prompting

Prompting is the procedure in which the teacher presents some kind of verbal (or nonverbal) cue in order to facilitate a particular response, such as in modeling the first sound in a word.

Fading

Fading is the gradual removal of something that is controlling an individual's performance or the gradual shifting to another stimulus or contingency to maintain the response under new conditions. An example is gradually removing from the board steps that together comprise a computation.

Graduated Guidance

Graduated guidance is the combined use of manual guidance and fading—a systematic gradual reduction of manual guidance. With this procedure, the teacher should use enough pressure to guide the movement, but *never force it*. (If force is required, this becomes a Level III procedure; see "Forceful Physical Guidance," Level III).

Behavior Momentum

This is a procedure used to increase compliance. It generally includes identifying three requests with which the student has a history or high probability of complying appropriately. A teacher would make these requests before asking a student to do something for which there is a low probability of student compliance.

Peer Involvement

This technique is the use of same and/or cross-age peers for academic tutoring, structured social engagement, and/or as peer "buddies." Casting peers in the role of change agents is not only an effective form of intervention, but also one that is acceptable to most students.

Direct Instruction

Direct instruction involves active teaching or explicit instruction that includes explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, and providing opportunities for students to practice and to receive feedback on their performance. Direct instruction usually increases student engagement, facilitates more correct responses,

and affords the teacher the opportunity to positively reinforce more students.

Self-Management

Self-management refers to strategies that encourage a student's management and control of his or her own behavior through the systematic application of specific strategies (e.g., self-talk, self-reinforcement).

Structured Recess

Structured recess is a systematic recess intervention program for students who require a high level of structure during the recess period. First students are directly taught specific game rules and appropriate play behavior, and then they are reinforced for appropriate behavior during these activities.

Group Reinforcement Contingency

Group contingencies are an effective and practical way to reinforce academic and nonacademic behavior. Group contingencies can be applied (a) on an individual basis, (b) on a random basis according to one student's performance (i.e., "hero" strategy), or (c) according to a predetermined average (e.g., group average of 85%). The other students should never be punished because of an individual's behavior.

Token Economy

A token economy is a system of individual reinforcement in which tokens (e.g., chips, check marks, paper money) are given to students as the immediate reinforcer and, later, students can exchange them for more substantial reinforcers. To be successful, a person must be reinforced for behavior that is already occurring as well as for successive approximations of the behavior the teacher wishes the student to perform. Token systems may not deprive students of constitutionally guaranteed rights. Individual program plans,

rather than group token systems, should be used for management of problem behaviors. Direct instruction that addresses student skill deficits should be part of the system as well.

Behavioral Contracting

A behavioral contract is a written document, mutually agreed upon between teacher and student (and other individuals if needed), that specifies expected behaviors and performance standards, positive and negative consequences, the time frame of the contract, and review dates. The contract is then signed by all participating parties (e.g., student, teacher, parents). Across time, both the performance expectations and the consequences are negotiable between teacher and student.

Extinction

Extinction refers to the nonreinforcement of a previously reinforced behavior. In all cases, when the inappropriate behavior is being ignored, another more appropriate behavior must be reinforced. It takes excellent self-control to ignore a particular student behavior. A mild side-effect that may occur when this strategy is used is called an *extinction burst*—a temporary increase in problem behavior when the procedure is introduced.

Contingent Observation

With this procedure, a student who is doing something inappropriate is told to step away from the activity for a few moments, sit nearby, and observe carefully the behavior of the other students. The teacher deliberately attends to the other students who are behaving appropriately. The student has an opportunity to observe the type of behavior the teacher wants and sees the teacher reinforce those students who are engaging in the appropriate behavior. After a few moments, the student rejoins the activity. When the student performs the desired behavior, he or she is reinforced.

In-School Suspension

In-school suspension is the assignment of a student to a supervised area within the school contingent on a specific negative target behavior. While isolating the student from the normal in-classroom setting, in-school suspension provides for continuity of the student's educational program as well as reducing the likelihood that the inappropriate behavior will occur. In-school suspension is based on several important assumptions: a reinforcing setting from which the student is removed, a nonreinforcing environment to which the student is removed, and a clear set of contingencies that govern the student's passage from one environment to the other. In some cases, students will need to be directly and systematically taught the appropriate behavior, and the teacher must find a way to reinforce the behavior.

Level II: Mildly Intrusive Contingent Procedures

We turn now to the second level of intervention, the use of mildly intrusive contingent procedures (see Table 2). Before proceeding, it is important to point out that these strategies should be implemented with care, on a time-limited basis, and only as one component of a program of positive behavior interventions and supports.

Startle/Verbal Reprimand

This technique uses a sudden and loud verbal statement or physical action to startle the student and gain his or her attention. Startle techniques frequently consist of a loud "NO" or a slap on the desk with an open hand to create a loud sound. Verbally chastising a student also falls into this category; however, it is important to recognize that frequent reprimands or nagging statements often are highly predictive of subsequent acting-out behavior.

Response Cost

Response cost is a procedure in which a specific amount of available reinforcers is contingently withdrawn following a particular student response. This technique is often used with token econo-

TABLE 2
Mildly Intrusive Contingent Procedures

Procedure	*Intervention Consent Form Signed*	*State & Local Human Rights Audits*
Startle / Verbal Reprimand	Yes/No	No
Response Cost *(caution)*	Yes/No	No
Required Relaxation	Yes/No	No
Nonseclusionary Time Out	Yes/No	No
Overcorrection *(nonmanual)*	Yes/No	No
a. Restitutional	Yes/No	No
b. Positive practice *(caution)*	Yes/No	No
c. Neutral practice *(caution)*	Yes/No	No
Before and After School and Lunch Detention	Yes/No	No
Work Detail	Yes/No	No
Exclusionary Time Out	Yes/No	No
Seclusionary Time Out (10 min or less)	Yes	No

my programs. The response cost must be less than the total amount of reinforcement, and students should have the opportunity to at least partially recoup the lost reinforcer.

Required Relaxation

In this procedure, when a student is agitated, he or she is required to spend a fixed period of time engaging in some form of relaxation. Relaxation techniques may need to be directly taught to the student. Across time, the goal may be self-control.

Nonseclusionary Time Out

Nonseclusionary time out is a behavior reduction technique that denies a student the opportunity to receive reinforcement contingent on a response for a fixed period of time. In using this procedure, the student is not actually removed from the instructional

setting; instead, the teacher denies the student access to reinforcers by manipulating the social/instructional environment, which signals to the student a period of time during which access to positive reinforcement is denied.

Overcorrection

Overcorrection provides an active educational event after the occurrence of inappropriate behavior. The procedure can take several forms, as described in the following paragraphs.

Restitutional Overcorrection. In this case, the student is taught to take responsibility for the disruption to the environment caused by his or her inappropriate behavior by restoring the environment to better than its original condition, (e.g., straightening up the entire classroom at the end of each day).

Positive Practice Overcorrection. Here, a student is required to intensely practice the appropriate behavior (e.g., handraising, requesting to leave an area of the classroom). The practice can occur for a time period or until a specific number of the appropriate behaviors are performed.

Neutral Practice Overcorrection. With this procedure, a student is required to repeat an action that is neither restitutional nor related to the desired behavior. Often, neutral practice takes the form of contingent exercise.

Before and After School and Lunch Detention

Before or after school detention is a school intervention administered outside of the school day, when a student reports to a supervised study hall for an assigned period of time (usually 30 minutes to 2 hours). The detention must take place in a nonreinforcing environment, and the classroom where the detention time was earned must be reinforcing in order for the detention to be effective.

Lunch detention is similar to before and after school detention, except that the time to be made up is during the student's lunch

period. Lunch detention is usually conducted in an isolated, quiet location while still providing the student with the opportunity to eat lunch.

Work Detail

This is a disciplinary consequence that requires the student to complete a specific task of labor or engage in the task for a specified period of time under the appropriate supervision of a school staff member. Examples of assigned tasks are cleaning up the litter in the schoolyard, sweeping halls, scrubbing lockers, and washing walls.

Exclusionary Time Out

Exclusionary time out is a procedure in which a student is removed from a reinforcing situation and is placed in a situation with a lower reinforcing value, *but not a time-out room,* in order to decrease or eliminate an undesirable behavior. The purpose of the procedure is to move the student to a setting as a means of denying access to reinforcement. Time limits—normally less than 10 minutes but not to exceed 30 minutes—must be specified and accurately kept when time out is used. It is not necessary to remove the student from the classroom. Exclusion may be accomplished simply by removing the student from the immediate area to another part of the room. The student may be placed in a chair facing the corner or in a screened-off area of the room. *Time out is not to be used unless the environment has been demonstrated to be positively reinforcing.* The teacher should assess the student's skill level and provide direct instruction in alternative behaviors as needed.

Seclusionary Time Out (10 Minutes or Less)

This is a procedure by which access to the source of reinforcement is removed by placing the individual in supervised isolation for a short, specified period of time in a well-lighted room especially chosen for its low reinforcing value. If the student's misbehavior continues at the end of the prescribed time, the time may be extended until the student complies, but not longer than 10 min-

utes. The following conditions must be met when assigning a student to seclusionary time out:

- The student is placed in a room for time-out purposes. The student's record documents that the situation from which he or she is removed provided opportunity for the student to access consistent and positive reinforcement for the desired behaviors.
- Except during the initial period of implementation, placement in a time-out room does not exceed 10 minutes in duration.
- The student's record documents each period of time out.
- A student placed in a time-out room is observed continuously by a staff member during the period of time out.
- Rooms used as time-out rooms are well lighted, and the temperature is maintained within a normal comfort range.

As with other interventions, policies for mildly intrusive contingent procedures vary across school districts. In most instances, classroom-level and school-wide programs of positive behavioral support will be effective in resolving problem situations. When introducing any behavior reduction strategy, school personnel must plan to directly teach the student and subsequently promote more positive alternative behavior.

Level III: Moderately Intrusive Contingent Procedures

The third level of intervention is the use of moderately intrusive contingent procedures. These procedures are summarized in Table 3 and discussed in the following paragraphs.

Satiation

Satiation is a procedure in which a large amount of a reinforcer is made available to the student so that the effectiveness of the reinforcer is reduced and the maladaptive behavior resulting from the need to obtain the reinforcer is eliminated.

TABLE 3
Moderately Intrusive Contingent Procedures

Procedure	*Intervention Consent Form Signed*	*State & Local Human Rights Audits*
Satiation *(caution)*	Yes	Yes
Forceful Physical Guidance *(caution)*	Yes	Yes
Negative Practice Overcorrection	Yes	Yes
Seclusionary Time Out *(more than 10 min)*	Yes	Yes

Seclusionary Time Out (10 minutes or more)

Seclusionary time out is procedure by which a student's access to the source of reinforcement is removed by placing the student in supervised isolation for a specified period of time, in a well-lighted room especially chosen for its low reinforcing value. If the use of time out does not quickly change the target behavior, some other procedure should be introduced. In most cases, a skill-building program to directly and systematically teach the student more appropriate responses is necessary as well. The following conditions must be met when assigning a student to seclusionary time out:

- The student is placed in a room for the purpose of time out. The student's record documents that the situation from which the student is removed is reinforcing to him or her. Repeated behavioral problems may reflect the fact that the environment is not reinforcing to that student.
- Except during the initial period of implementation, placement in a time-out room occurs for a limited time. One practice is to place the student in a time-out room for 1 minute per year of age.
- The student's record documents each period of time out and the events leading up to and immediately preceding the behavior for which the time out was imposed.

TABLE 4
Highly Intrusive Contingent Procedures

Procedure	*Intervention Consent Form Signed*	*State & Local Human Rights Audits*
Enforced Relaxation *(caution)*	Yes	Yes
Manual Restraint *(caution)*	Yes	Yes
Inhibiting Devices	Yes	Yes
Mechanical Restraint *(caution)*	Yes	Yes
Mechanical Harness (for bus)	Yes	Yes
Movement Suppression/Recreating the Scene	Yes	Yes

- A student placed in a time-out room *is observed continuously* by a staff member during the period of time out.
- Rooms used as time-out rooms are well lighted, and the temperature within them is maintained within a normal comfort range.

Level IV: Highly Intrusive Contingent Procedures

The fourth level of intervention is the use of highly intrusive contingent procedures. The procedures are summarized in Table 4 and discussed in the following paragraphs. Some of these strategies may be inappropriate for use with some students, and parental approval should be secured.

Enforced Relaxation

Enforced relaxation is a type of manual restraint that also teaches the student to relax. This restraint is used to restrain the student through physical means until the student can control his or her own behavior. Anyone using this strategy must have special training to prevent pain or injury to the student. When the student is placed in enforced relaxation, his or her record documents the following:

- The duration of restraint.
- The justification for the application of restraint.

Manual Restraint

Manual restraint employs the minimum amount of force necessary to hold or restrain a student. The restraint should continue only as long as the student presents a danger to himself or herself, others, or property. Manual restraint should be used only after less intensive methods have been attempted unsuccessfully.

Inhibiting Devices

These are devices that do not restrain the student, but inhibit, such as using a helmet to prevent self-injury. The helmet is not locked in place; it can be removed. An inhibiting device should never be used as an alternative to programming; it should be used in conjunction with a behavioral program to decrease the specific behavior for which it was prescribed.

Mechanical Restraint

Mechanical restraints, other than those prescribed by a physical therapist, may only be used when necessary to keep a student from injuring himself or herself or others. They may not be used in lieu of programming to eliminate the self-injurious behavior. Restraints must be checked regularly (i.e., every 10 minutes) to ensure adequate circulation, and the student must have frequent opportunity (i.e., every hour) to remove the restraints to see whether the self-injurious behavior continues. When a student is placed in physical restraints, his or her record must document the following:

- The duration of restraint.
- The justification for the application of restraint.
- That checks for the student's safety and well-being were made every 10 minutes.
- That the student had the opportunity for 10 minutes of motion and exercise following each hour during which restraint was applied.

Harness Restraint (for Bus)

A harness restraint for bus rides to and from school may be used only when it is necessary to prevent a student from injuring him-

self or herself or others. The restraint should be checked regularly to ensure the student's comfort and safety. When using a harness on the bus, the following must be documented:

- The duration of the restraint.
- The behavior resulting in the use of the restraint.
- Regular checks for the student's comfort.

Movement Suppression/Recreating the Scene

Movement suppression involves requiring a student to face the wall for 3 to 4 minutes with his hands by his or her sides. A staff member remains behind the student and loudly reprimands and prompts the student if he or she tries to leave.

Recreating the scene uses movement suppression in a repeated sequence for a misbehavior. The student is prompted through the misbehavior, and movement suppression is applied. This sequence is usually repeated three times. This is particularly effective when significant time delays occur between the occurrence of misbehavior and initiation of the recreating the scene procedure.

Conclusion 5

As I have discussed in this monograph, there are significant differences among sanctions used by administrators for misbehavior, classroom management procedures used by general education teachers to maintain classroom discipline, and behavioral intervention procedures used by highly trained and supervised school professionals working with students who display very challenging behavior in alternative settings. Many of the strategies I have discussed are inappropriate for use in most educational settings. With disciplinary procedures now included in IDEA, it is critical that all school personnel become aware of the differences in these three areas of school-wide discipline.

School personnel who are unaware of the differences between administrative sanctions, classroom management procedures, and positive behavioral interventions are at risk legally. It is critical that school administrators ensure that a continuum of strategies is in place on a school-wide basis, with a positive school environment as the cornerstone of school-wide disciplinary practices. Although creating a positive classroom and school-wide climate poses numerous challenges, the improved academic and nonacademic outcomes testify to the value of that effort.

References

Kazdin, A. E. (1981). Acceptability of child treatment techniques: The influence of treatment efficacy and adverse side effects. *Behavior Therapy, 12,* 493–506.

Mayer, G. R. (1995). Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis, 4.*

McDonnell, C., & Barren, K. (1994). What's happening to our children? *Maryland Bar Journal, 27.*

OCR v. School Admin. Unit #38 (NH), 19 IDELR 186 (1992).

Rhode, G., Jenson, W. F., & Reavis, H. K. (1998). *The tough kid book.* Longmont, CO: Sopris West.

Scott, T. M., & Nelson, M. N. (2000). Functional behavioral assessment: Implications for training and staff development. *Behavioral Disorders, 24,* 249–252.

SEA PA v. St. Mary's Sch. Dist., 20 IDELR 46 (1993).

Walker, H. M., Colvin, G., & Ramsey, E. (1996). *Antisocial behavior in school: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole.

BEST COPY AVAILABLE

Special Education
SPECIALEDUCATION.INFO

ISBN 0-86586-950-2 48

Order Online: www.casecec.org

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Administrative Sanctions, Classroom Management, and Intervention Strategies: Building Blocks for School-wide Discipline. CASE / CCBD mini-library series - Safe, Drug-Free, and Effective Schools	
Author(s):	
Corporate Source: CASE / CCBD	Publication Date: 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☒

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature:	Printed Name/Position/Title: Author / Report Prep
Organization/Address:	Telephone: FAX:
	E-Mail Address: Date:

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Disabilities and Gifted Education
1110 North Glebe Road
Suite 300
Arlington VA 22201-5704

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 9/97)
PREVIOUS VERSIONS OF THIS FORM ARE OBSOLETE.